

The Educational and Vocational Plans of Pupils of
Barnstable High School, Hyannis, Massachusetts.

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THE EDUCATIONAL AND VOCATIONAL PLANS
OF PUPILS OF BARNSTABLE HIGH SCHOOL
HYANNIS, MASSACHUSETTS

Submitted by

Harold W. Powers
(B.S., Hampton Institute, 1936)

In partial fulfillment of requirements for
the degree of Master of Education

1949

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CHAPTER I

THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to ascertain the educational and vocational plans of a selected sample of high school pupils; (2) to determine the factors, agencies, and problems influencing these plans; (3) to recommend guidance services intended to assist youth to improve the quality of their educational choices and plans.

Justification of the study. The occupational and educational mal-adjustment of high school youth has today become a paramount issue of our secondary schools. The complexity of making a satisfactory occupational or educational choice has become so great today that youth can become easily confused in its planning. Boys and girls need help in making vocational and educational planning to meet the demands of the occupational world. The average high school student is usually not capable of making a wise decision alone and reverts to chance circumstance rather than to careful thinking and systematic inquiry. The school is the institution which can most adequately conceive and administer a program of guidance which will meet the needs, on the part of the high school

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Justification of the study. The occupational and educational self-adjustment of high school youth has today become a prominent issue of our secondary schools. The complexity of making a satisfactory occupational or educational choice has become so great today that youth can no longer rely on the guidance of their parents and friends. Youth are being helped in making vocational and educational planning to meet the demands of the occupational world. The average high school student is usually not capable of making a wise decision alone and needs to choose wisely. Guidance is a part of the school's responsibility. The school is the institution which can most effectively assist and administer a program of guidance which will meet the needs, on the part of the high school

youth, for assistance in making their vocational and educational plans and choices. Educational and vocational plans must be made in school so that persons responsible for the guidance of the students can determine whether these plans are proper or suitable for the individual concerned. Although these plans may be tentative they do indicate the serious consideration of an educational or vocational future and give opportunity for the change and correction of unsuitable ambitions. The school must discover those talents and abilities which will best prepare the student to be of service to society. Then an adequate program must be conceived which will bring the pupil's plans into line with his own abilities and with opportunities for employment. The challenge is present in every secondary school of making the necessary adjustments to meet the vocational interests of the students. There must be a full recognition of the demands of the world of work which is the final destination of all students regardless of the different plans to reach this goal. The problem of what the school can do within itself to help shape and mold these educational and vocational plans; the problem of readjustment in the guidance program and curriculum consistent with the needs of youth within themselves warrant this study.

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Scope of the study. The data presented in this study are based upon 385 cases selected from the student body of Barnstable High School, Hyannis, Massachusetts. Cases selected from the total student body are composed of pupils in the ninth, tenth, eleventh, and twelfth grades. Since the study is limited to the compilation, appraisal and interpretation of information pertaining to the students of one school, the findings should be interpreted as the findings in this one community.

Description of the locale of study. Barnstable is the town on Cape Cod, Massachusetts with the largest school population. It is very extensive in area and in reality is a collection of seven small villages. The comparatively new brick high school is located in Hyannis and known as Barnstable High School. It serves students from Hyannis, Barnstable Village, West Barnstable, Cotuit, Marstons Mills, Osterville, and Centerville. The schools of Barnstable are organized on the 6-3-3 plan. The secondary school building is of modern construction and adequately equipped to meet all educational needs in shop, commercial department, science laboratory, and physical education. Courses are offered in college preparatory subjects, commercial subjects, general subjects and various vocational subjects such as manual training, electricity,

Scope of the study. The data presented in this

study are based upon 388 cases selected from the student body of Barnstable High School, Barnstable, Massachusetts. Cases selected from the total student body were composed of pupils in the eighth, tenth, eleventh, and twelfth grades. Since the study is limited to the community, appraisal and interpretation of information pertaining to the students of the school, the findings should be interpreted as the findings in this community.

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shop work, agriculture, cooking, dressmaking, etc. Although Hyannis is the largest of the seven villages of the Town of Barnstable, it does not approach a city population. However, Barnstable High School, drawing its school population from an extensive area and various racial groups, must have a program of study based largely upon the especial needs of Cape boys and girls keeping in mind the lines of endeavor for which they are preparing and adapted to their especial needs. In the six year high school there are 728 pupils and thirty-nine teachers. Educational and vocational guidance in Barnstable High School is at present in an evolving stage and the guidance-mindedness of the school is apparent in its definite vocational guidance courses in its curriculum. The program is under the direction of a Director of Guidance who is the guiding agent in coordinating all guidance services.

Organization of data. Chapter II deals with the procedure for collection of data. Chapter III is concerned with the educational plans of pupils as interpreted through answers given in the inquiry blank. Chapter IV deals with the vocational plans of pupils as interpreted through answers given in the inquiry blank. Chapter V offers the conclusions and recommendations growing out of the summary of findings.

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CHAPTER II

PROCEDURE

The inquiry blank. The method used in this study to collect data from pupils was an inquiry blank devised by the writer of this survey. This blank¹ provided the pupils with opportunity to check responses or to fill in the required information in spaces designated. The inquiry blank was broken down into two sections, one pertaining to educational plans and the other pertaining to vocational plans. Eleven items were contained in the section devoted to educational plans, seven of which needed checking only and four called for simple information in blank spaces provided. Seven items were contained in the section devoted to vocational plans, five of which called for checking only and two for simple responses.

Questions pertaining to educational plans. A carefully formulated plan challenges the student to give serious thought to his educational future instead of making immediate decisions on superficial bases. Emphasis on these plans through guidance should stimulate the student to consider them and provide for opportunity for correcting

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unsuitable ambitions. As a means of sampling the extent of these educational plans, the following questions were asked:

1. What course are you now taking in school?
2. Why did you choose this course?
3. Do you expect to finish high school?
4. Do you plan to continue your formal education beyond high school?
5. If you plan to secure post-high-school education or training, please check the kind of school or type of training you wish to attain?
6. If you expect to continue your education beyond high school, have you chosen the school that you plan to attend?
7. If you have chosen a particular school, give name and location?
8. If you have chosen a particular school, tell why you chose this school?
9. Do you feel the need for more information about opportunities for higher education?
10. Do you expect to have any difficulty in carrying out your plans for post-high-school education or training?
11. If you would like to continue your education beyond

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7. If you have chosen a particular school, give name and location?
8. If you have chosen a particular school, tell why you chose this school?
9. Do you feel the need for more information about opportunities for higher education?
10. Do you expect to have any difficulty in carrying out your plans for post-high-school education or training?
11. If you would like to continue your education beyond

high school but question that you will be able to do so, please check the reason or reasons?

The above questions were intended to reveal the percentage of pupils in courses of studies offered and reasons for choosing the course, whether through personal choice, compulsion or random selection. The questions pertaining to intention of finishing high school, intention to attend a higher institution, choice of institution, and problems which may pertain to post-high-school education should indicate a tentative or a definite decision in the mind of the student and thereby show the adequacy or inadequacy of the guidance service in the area of educational plans.

Questions pertaining to vocational plans. In order for a pupil to be happy in his vocational life, he will have to be individually and socially efficient in his occupation. It is the function of guidance activities to determine whether the pupil has the necessary vocational motive, vocational information, and personal information. Lack of vocational choice during the high school course may indicate a weakness or lack in the guidance program. The following items were asked concerning vocational plans in order to determine the extent of vocational planning in the school.

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The following items were asked concerning vocational plans
in order to determine the extent of vocational planning in
the school.

1. Have you made a choice of the vocation you wish to enter when you leave school?
2. If you have made a choice of vocation, give exact title of this vocation.
3. If you have made a definite choice of vocation, how long have you had this particular choice?
4. If you have chosen a particular vocation, check the item or items that best describe your reasons for selecting this vocation.
5. Check the sources that you consider influenced you most in choosing your vocation.
6. Indicate, by checking (X) in proper column, the degree of help which you feel your school activities have given you in the following ways:
 - a. Choice of courses in curriculum
 - b. Information about higher institutions of learning
 - c. Overcoming study difficulties
 - d. Learning about your interests and abilities
 - e. Gaining occupational information
 - f. Choice of field of work
 - g. Solution of personal problems
 - h. Getting acquainted with school, faculty, and classmates
 - i. Learning about how to get a job
7. Do you feel the need for more information about opportunities in the world of work?

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h.	Getting acquainted with school, faculty, and classmates
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The study group. The data presented in this study are the compilation, appraisal, and interpretation of the

information collected through an inquiry blank administered to 385 pupils of the Barnstable High School, Hyannis, Massachusetts. Its primary objective is to gather and interpret a comprehensive array of objective data pertaining to the vocational and educational choices and plans of these high school students. The cases used in this study were taken from the ninth, tenth, eleventh, and twelfth grades with the express purpose of determining whether plans and choices as shown in the ninth grade did or did not become more crystallized and definite as the student progresses through the high school to the twelfth grade. Answers obtained from this four-year spread of students might indicate the strength or weaknesses of the guidance program at various levels and, if necessary, point out the need of readjustments to strengthen the guidance program of the school.

Administration of the inquiry form. The inquiry form was administered to pupils in the ninth, tenth, eleventh, and twelfth grades of the Barnstable High School, Hyannis, Massachusetts, during the first week in November, 1949. The Director of Guidance agreed to administer the inquiry forms. The forms were distributed to each home room teacher and administered by them. The teachers were instructed that any questions by the students concerning

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the inquiry form should be answered. With the cooperation of the Director of Guidance and the teachers, the forms were completed and returned to the writer of this survey. Of the total group administered, 385 of the forms were used for evaluation in this study.

Age and grade placements of pupils. Table 1 shows the age and grade placement of the students of this survey group.

Table 1. Age and Grade Placement of Pupils in Survey

	Grade IX		Grade X		Grade XI		Grade XII		
Age	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
13	1	2							
14	28	30	6	8					
15	10	12	32	40	10	15			
16	1	6	14	2	27	34	1	2	
17			5	2	3	2	24	32	
18			1		2	1	12	12	
19					1		4	2	
20							1		
Total	40	50	58	52	43	52	42	48	385

In the survey group the ages ranged from thirteen to twenty years. Grade IX pupils averaged fourteen to fifteen years of age. Grade X pupils averaged fifteen to sixteen years

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	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
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13	23	30	8	8				
14	10	12	32	40	10	13		
15	1	8	14	2	27	34	1	2
16			8	2	3	24	23	33
17			1		2	12	12	12
18					1	4	2	
19						1		
Total	40	50	38	52	47	38	42	43
								383

In the survey group the ages ranged from thirteen to twenty years. Grade IX pupils averaged fourteen to fifteen years of age. Grade X pupils averaged fifteen to sixteen years

of age. Grade XI pupils averaged sixteen years of age, and Grade XII pupils averaged sixteen to seventeen years of age. As indicated in Table 1 the ages of the boys deviated from the average more frequently than those of the girls. The larger number of girls indicated in each class is accounted for by the fact that the number of inquiry blanks returned by the girls exceeded those returned by the boys.

of age. Grade XI pupils averaged sixteen years of age, and Grade XII pupils averaged sixteen to seventeen years of age. As indicated in Table I the ages of the boys deviated from the average more frequently than those of the girls. The larger number of girls indicated in each class is accounted for by the fact that the number of inquiry blanks returned by the girls exceeded those returned by the boys.

CHAPTER III

EDUCATIONAL PLANS OF PUPILS

Importance of a carefully formulated plan. During the course of high school the student is called upon to make many important decisions pertaining to his career. These decisions should be made in relation to a carefully selected educational objective. If a record of an educational plan is available, persons responsible for guidance can use it in the guidance of the student. By means of a carefully formulated plan, the student can be stimulated to do serious thinking about his future. An educational plan makes it possible to relate detailed decisions and choices to long-time plans. With a plan to follow, the student is encouraged to study and revise this plan in terms of his capacities and interests. One must not, however, think of an educational plan as something separate and distinct by itself. Many an educational plan is based on a vocational plan so that one must consider that most of the time the two are one and inseparable. The statement of an educational plan by each student while in high school is deserving of serious consideration if an effective program of guidance is to be established.

EDUCATIONAL PLANS OF FUTURE

Importance of a carefully formulated plan. Further

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Choice of curriculum. The distribution of students within the curricula offered by the school is evidence of the plans of the students both educationally and vocationally. The curricular distribution of the students in this study is shown in Table 2.

Table 2. Curricular Distribution of Pupils in Survey Group

Grade	COLLEGE		BUSINESS		GENERAL		PRACTICAL ARTS		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
9	8	10	3	17	19	15	10	8	90
10	16	8	8	26	22	14	12	4	110
11	12	10	3	24	23	12	5	6	95
12	16	11	2	15	20	14	4	8	90
Total	52	39	16	82	84	55	31	26	385
%	14%	10%	4%	21%	22%	14%	8%	7%	100%

Flexibility of curriculum serves the purposes of guidance as a means of adapting the curriculum to the differences in the needs and interests of the pupils. Curricula offered the students in this school consist of the college, business, general, and practical arts curricula. Included

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Grade	COLLEGE		BUSINESS		GENERAL		PRACTICAL ARTS		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
9	8	10	3	17	19	15	10	8	90
10	19	8	8	26	22	14	12	4	110
11	12	10	8	24	22	12	5	3	92
12	16	11	9	12	20	14	4	8	90
Total	55	39	18	59	63	35	31	23	222
%	14.5	10.2	4.2	13.2	14.5	7.8	6.8	5.2	100

Flexibility of curricula serves the purpose of guiding the student in the choice of adapting the curriculum to the different needs and interests of the pupils. Curricula offered the students in this school consist of the college, business, general, and practical arts curricula. Included

in the practical arts curriculum are the courses in household arts, trades, and agriculture. Of these curricula, the business and practical arts curricula are definitely pointed toward occupations. The survey shows that 24 per cent of the 385 pupils have selected the college curriculum, 25 per cent have selected the business curriculum, 36 per cent selected the general curriculum, and 15 per cent selected the practical arts curriculum. Although 25 per cent of the pupils have indicated a desire to enter the field of business because it "leads to specific occupation," the 15 per cent selecting the practical arts curriculum give definite indication that the practical arts course is still held in disrepute by many of the students because of the "social stigma" once attached to courses involving the field of trades. Of the total number of students 36 per cent have chosen the general curriculum and this high percentage indicates lack of decision as to just what they want to do. The reasons given for choice of curriculum are for the most part indefinite and show no evidence of a plan for their educational program. In the college curriculum the reason given for choice of this particular course was the same, "I chose this curriculum because I wanted to go to college." In the business curriculum the reasons varied from, "I want to get a job as

in the practical arts curriculum was the course in home-
hold arts, breads, and a kitchen. Of these curricula,
the business and practical arts curricula are definitely
joined together. The survey shows that 84 per
cent of the 305 pupils have selected the college curricula-
ism, 85 per cent have selected the business curriculum,
86 per cent selected the general curriculum, and 18 per
cent selected the practical arts curriculum. Although
86 per cent of the pupils have indicated a desire to enter
the field of business because it "leads to specific occu-
pation," the 18 per cent selecting the practical arts
curriculum give definite indication that the practical
arts course is still held in dispute by many of the stu-
dents because of the "social stigma" case attached to
courses involving the field of home. Of the total number
of students 86 per cent have chosen the general curriculum
and this high percentage indicates lack of decision as to
just what they want to do. The reasons given for choice
of curriculum are for the most part indefinite and show
no evidence of a plan for their educational program. In
the college curriculum the reason given for choice of this
particular course was the same, "I chose this curriculum
because I wanted to go to college." In the business curri-
culum the reason varied from, "I want to get a job as

quickly as possible," "I like to type," to "I thought it was an easy course." In the general curriculum the reasons for choice were given as, "I didn't know what I wanted to do, so I just took this course," "I was just put in this course," "I don't know why I took this course." The large percentage in the general course (36 per cent) indicates a lack of guidance in the choice of curricula and the use of the general curriculum as a "dumping ground" for any student who has no definite idea of his educational or occupational future. Students electing the practical arts curriculum seemed to have more definite reasons for choosing this curriculum. Reasons given were, "I wanted to prepare myself for some definite vocation which I could use when I left school", "I knew I could not go to college so I wanted a course that would help me to earn my living", and "I felt this course was the best one to teach me some trade with which I could earn a living." Of the 352 pupils in the survey, the pupils of the ninth and tenth grades were, for the most part, vague and uncertain as to the reasons for their choice of curriculum. The students in the eleventh and twelfth grades were more specific and gave indication of valid reasons for selection of their curricula.

There is indicated a need for greater guidance before the students enter the ninth grade in order that a suitable

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There is indicated a need for greater guidance before the students enter the ninth grade in order that a reliable

choice of curriculum may be made, based on a consideration of courses most suitable for the student and not on a haphazard choice involving no valid reason or plan. Before selection of curriculum the students should be given a clear recognition of the requirements for success in different types of work and an understanding of their own capacities. However, it must be remembered that Barnstable High School receives many students in the ninth grade who have transferred from other grammar schools and who have not been within the sphere of the guidance program of the school prior to the ninth grade. Although the guidance program is fairly concrete on the eighth grade level for the students in Hyannis, a plan should be evolved to reach all incoming students and help them to execute an adequate plan for their choice of curricula.

Intention to finish high school. A record of intention to finish high school identifies those students who plan to leave early. If the intentions of the students regarding length of stay in school is known, proper guidance may be given to them in the choice of proper courses and curricula most appropriate for them during their stay in school. The record of decision to complete high school gives the guidance counsellors definite information to use in the guidance program. The attitude of

choice of curriculum may be made, based on a consideration of courses most suitable for the student and not on a haphazard choice involving no valid reason or plan. Before selection of curriculum the students should be given a clear recognition of the requirements for success in different types of work and an understanding of their own capacities. However, it must be remembered that Barnstable High School receives many students in the ninth grade who have transferred from other grammar schools and who have not been within the sphere of the guidance program of the school prior to the ninth grade. Although the guidance program is fairly concrete on the eighth grade level for the students in Plymouth, a plan should be evolved to reach all incoming students and help them to evaluate an adequate plan for their choice of curriculum.

Intention to Finish High School. A record of intention to finish high school identifies those students who

plan to leave early. If the intentions of the students regarding length of stay in school is known, proper guidance may be given to them in the choice of proper courses and curricula most appropriate for them during their stay in school. The record of decision to complete high school gives the guidance counselors definite information to use in the guidance program. The attitude of

the student toward finishing the high school course is a significant factor in that it represents the student's appreciation of the value of the training afforded.

Of the 385 pupils studied in this survey there was a 100 per cent expression of intention to finish high school. Not one student expressed intention of not finishing or any uncertainty in their intention to finish. This percentage is unusual in a group of this size. The guidance program of the school must take full cognizance of this significant fact and provide proper guidance in the choice of courses and curricula. Also the student should be equipped to give careful consideration to his educational planning and helped to make intelligent judgments.

Post-high-school study. The decision of post-high-school study cannot be made by school authorities. However, statement as to intention to attend a higher institution is of the greatest value not only to the student but to the guidance counsellors. For the student it stimulates and challenges him to consider this question early enough in the high school course so that the choice of curriculum and subjects may be made in relationship to the plans for education beyond high school. This statement of intention for post-high-school study is of the utmost importance to the guidance counsellor. This statement

the student toward finishing the high school course is a significant factor in that it represents the student's appreciation of the value of the training afforded. Of the 385 pupils studied in this survey there was a 100 per cent expression of intention to finish high school. Not one student expressed intention of not finishing or any uncertainty in their intention to finish. This percentage is unusual in a group of this size. The guidance program of the school must take full cognizance of this significant fact and provide proper guidance in the choice of courses and activities. Also the student should be equipped to give careful consideration to his educational planning and helped to make intelligent judgments.

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enables him to determine the adequacy of the student's capacity for executing these plans and to assist the student in meeting the requirements requisite for realizing these plans. Table 3 indicates the intention of the pupils of this group in regards to continuing their post-high-school education.

Table 3. Intentions for Post-High-School Study

	IX	X	XI	XII	Total	Per Cent
Yes	17	28	63	39	147	38.2
Uncertain	31	21	13	10	75	19.5
No	42	61	19	41	163	42.5
	90	110	95	90	385	100.0

In this survey 147 students (38.2 per cent) of the students indicated intention to continue their formal education beyond high school. Of the 147 students indicating intention to continue their education, 102 students were in the eleventh and twelfth grades while the remaining forty-five students were distributed within the ninth and tenth grades. This fact could indicate that the students in the eleventh and twelfth grades have more concrete plans for their post-high-school study. There were seventy-five students (19.5 per cent) who expressed uncertainty in relation to post-high-school study or had reason to doubt their ability to carry out post-high-school plans. In the eleventh and twelfth grades, there were twenty-

enable him to determine the adequacy of the student's capacity for executing these plans and to assist the student in meeting the requirements requisite for meeting these plans. Table 3 indicates the intention of the pupils of this group in regard to continuing their post-high-school education.

Table 3. Intentions for Post-High-School Study

	IX	X	XI	XII	Total	Per Cent
Yes	17	28	65	33	143	38.2
Uncertain	31	21	18	10	80	19.3
No	42	41	18	41	142	36.2
	90	110	92	90	372	100.0

In this survey 147 students (38.2 per cent) of the students indicated intention to continue their formal education beyond high school. Of the 147 students indicating intention to continue their education, 103 students were in the eleventh and twelfth grades while the remaining forty-five students were distributed within the ninth and tenth grades. This fact could indicate that the students in the eleventh and twelfth grades have more complete plans for their post-high-school study. There were seventy-five students (19.3 per cent) who expressed uncertainty in relation to post-high-school study or had no reason to doubt their ability to carry out post-high-school plans. In the eleventh and twelfth grades, there were twenty-

three students expressing uncertainty while fifty-two students expressing uncertainty were in the ninth and tenth grades. Of the total number of students in the survey, there were 163 students (42.5 per cent) who indicated no intention to pursue post-high-school education. In the ninth and tenth grades, 103 students indicated no intention for further study and sixty students in the eleventh and twelfth grades indicated no intention to continue their education beyond high school. There are indications that the students in the lower grades are less certain of post-high-school plans or have not had opportunity to formulate them, while the students in the upper grades have given indications, for the most part, of formulation of post-high-school plans. The guidance program should take into consideration the implications and investigate the possibility that the uncertainty towards post-high-school plans may be caused by lack of the guidance program to provide assistance to the students in gaining sufficient information in the ninth and tenth grades. This information should assist them to make at least a tentative decision in relation to their long-time plans for post-high-school education. There were 42.5 per cent of the students expressing intention of not securing post-high-school education or training. Since 40 per cent of the students are enrolled in the Business or Practical

Arts Curricula, it is not surprising that such a large percentage of the students expressed intention of not securing post-high-school education since these two curricula are definitely indicated as "leading to specific occupation".

Kind of school and type of training chosen. There were 197 students expressing the kind of school or type of training desired. Table 4 gives these choices in tabular form.

Table 4. Type of School Chosen for Post-High-School Training

School	Boys	Girls	Total	Per Cent
Liberal Arts College	34	60	94	47.6
Nursing School	0	30	30	15.2
Teachers College	4	16	20	10.1
Business School	1	15	16	8.1
School of Social Work	0	8	8	4.0
Art School	1	4	5	2.5
Agricultural School	5	0	5	2.5
Trade School	5	0	5	2.5
Law School	3	0	3	1.4
Junior College	2	1	3	1.4
Engineering School	2	0	2	1.5
Dental School	2	0	2	1.5
School of Music	0	2	2	1.5
Medical School	1	0	1	.1
School of Theology	1	0	1	.1
Totals	61	136	197	100.0

Table 4 indicates that this group of students is not influenced by the trend toward entering a too crowded profession. Although ninety-four pupils are planning to attend a liberal arts college, the remainder of the group show evidence of choice of a type of training which will be of practical value. Of the total choices there are nine which could be labeled definitely as a desire to enter a crowded professional field. It is a significant fact that the professions of doctor, lawyer, dentist, minister, and engineer have been indicated by only nine students by their choice of training institution. The rapid rise of interest in the nursing profession is indicated by the choice of thirty girls for this type of training institution. Indications are that the students need more information on types of institutions offering post-high-school training as evidenced by the limited spread of types of training chosen.

Choice of definite school. If the student intends to enter an institution of higher learning, a decision should be made as to the particular school. There is a great variance in the entrance requirements of various institutions and in order to properly guide and assist the student in his educational plans, the guidance counsellor should seek to secure a statement of a choice of a definite

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school. The value of obtaining a statement of intention to attend a definite school for post-high-school study is great. Both parents and students are challenged to start considering the important question of what type of program is necessary for entrance to a definite school which offers a particular type of training. Even though the definite school chosen during the high school career is not the one that is finally attended, there is still value derived. A student's choice of school is greatly influenced by his plans for his vocation. Making a choice of a definite school offering the courses which will be an effective means of acquiring his educational and vocational ambitions, tends to challenge the student to consider his choice of subjects in high school. There is such a great variation in entrance requirements in the colleges and universities in the country, that it is wise for the student to choose a specific institution and consider meeting the requirements of that particular institution. Guidance services cannot make the choice of a definite institution for the student, but they can assist in the choice of subjects to meet the entrance requirements. It was noted in this survey that of the 197 students expressing intention of post-high-school training and choice of kind of school which they wished to attend, there were only forty-two who had made

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a definite choice of the institution that they wished to attend. Of the forty-two making a definite statement of institution which they were going to attend for post-high-school training, twenty-eight of the pupils were in the eleventh and twelfth grades while fourteen of the students in the ninth and tenth grades had made a choice of institution. There is definite indication of lack of knowledge of institutions of higher learning. Since 155 of the total of 197 have not made a definite choice of institution, it must be due to lack of information to make such a choice. The guidance program should make every effort to place before the students as early in their school career as possible all information pertaining to schools available for post-high-school training. However, it must be remembered that although only forty-two students have made definite choice of the institution that they wish to attend, there may be many students of the remaining group of 155 who may be undecided between several schools and have not as yet decided as to the school they desire or will be able to attend.

Names of schools chosen and location. If a decision has been made to attend a school of higher learning, the name and location of the school should be given so that the guidance counsellors can gain a clear recognition of the

a definite choice of the institution that they wished to attend. Of the forty-two making a definite statement of institution which they were going to attend for post-high-school training, twenty-eight of the pupils were in the eleventh and twelfth grades while fourteen of the students in the ninth and tenth grades had made a choice of institution. There is definite indication of lack of knowledge of institutions of higher learning. Since 133 of the total of 137 have not made a definite choice of institution, it must be due to lack of information to make such a choice. The guidance program should make every effort to place before the students as early in their school career as possible all information pertaining to schools available for post-high-school training. However, it must be remembered that although only forty-two students have made definite choice of the institution that they wish to attend, there may be many students of the remaining group of 133 who may be undecided between several schools and have not yet decided as to the school they desire or will be able to attend.

Names of schools chosen and location. If a decision has been made to attend a school of higher learning, the name and location of the school should be given so that the guidance counselors can gain a clear recognition of the

necessary requirements in meeting the admission requirements of each specific school. In the choices made by the students in this survey it is noted that colleges within the state seem to be the majority choice, as shown in Table 5.

Table 5. Names and Locations of Schools Chosen for Post-High-School Study

School	Location	Choices
Cape Cod Secl'l School	Hyannis, Mass.	12
University of Mass.	Amherst, Mass.	2
Amherst College	Amherst, Mass.	2
Purdue University	Indiana	1
Mass. Inst. of Technology	Cambridge, Mass.	1
Gregg College	Chicago, Illinois	1
Peter Brent Hospital	Boston, Mass.	1
Bryant College	Providence, R. I.	1
Simmons College	Boston, Mass.	1
Wilfred Academy	Boston, Mass.	1
Wilberforce University	Xenia, Ohio	1
N. E. Conserv. of Music	Boston, Mass.	1
Cornell University	Ithaca, N. Y.	1
Bentley School of Acctg.	Boston, Mass.	1
Northeastern University	Boston, Mass.	1
Maritime Academy	Hyannis, Mass.	1
Maryknoll Fathers	Brookline, Mass.	1
Tufts College	Medford, Mass.	1
Framingham Teachers Coll.	Framingham, Mass.	1
Emanuel College	Boston, Mass.	1
Salem Hospital	Salem, Mass.	1
St. Lukes Hospital	New Bedford, Mass.	1
Apex Beauty College	New Jersey	1
Fordham University	New York	1
Pembroke College	Rhode Island	1
Jackson College	Medford, Mass.	1
Bridgewater Teachers Coll.	Bridgewater, Mass.	1
Indiana University	Indiana	1
Harvard University	Cambridge, Mass.	1
Total		42

The students have chosen, for the most part, schools within a radius of one hundred miles. The Cape Cod Secretarial School, located in Hyannis, Massachusetts, is the only school which has been chosen more than twice and this school does not offer training on the college level but trains directly for occupations within the period of a few months. The University of Massachusetts and Amherst College were chosen twice each. The remaining schools and colleges were named once each. It was noted that although students could name a school or college, they could not give the location in many instances. This would seem to show that in many instances the schools were merely names to the students and their knowledge of the particular institution began and ended with the name. Too many of the students have named schools without knowing where they are located which tends to show a complete absence of knowledge of schools within the state. The clustering of schools within the state of Massachusetts indicates either a lack of knowledge concerning schools outside this area or a preference for schools fairly close to home. However, the significant factor cannot be overlooked that if the choice of schools is the result of lack of knowledge of schools outside of the state, the guidance program is failing to sufficiently

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inform students of the wide range of institutions in various parts of the country. A check should be made by the guidance counsellors to see whether the choices of local schools is dependent upon a limited knowledge of schools or whether preference for schools within the state is dependent upon actual knowledge possessed of the particular school chosen. Although many students choose schools near their home for financial reasons, it is also necessary to make them aware of the offerings of many types of schools in various parts of the country so that comparison of their varied offerings may be made. It is natural for students to have more knowledge of the schools in their home state but a study of the wide range of choices should be made in order to give as broad a field of choice as possible.

Reasons for choice of schools. The reasons given for the choice of a particular school reveal for the most part an uncertainty or indecision as to why the choice was made. Although some of the reasons stated were valid, for the most part they indicated a lack of thought and study as to why the particular school was chosen. Reasons listed below are representative of the answers given as to why a particular school was chosen.

"I chose this school because it was close to home."

"I am going to this school because my father graduated from here."

"I think this school will best prepare me for my

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"I chose this school because it was close to home."
 "I am going to this school because my father graduated from here."
 "I think this school will best prepare me for my

future."

"I chose this school because it is good in sports."

"I just like this particular school."

"I heard this was a good school."

"My parents want me to go this school."

"My friends are going to this school."

"I can't afford to go to any other school."

"I chose this school because it has a fine reputation."

Of the forty-two students expressing a choice of a particular institution for higher education there were only twenty-seven who could even express a reason for the choice of the school. Of these twenty-seven there was a minimum of ten acceptable and valid reasons for choosing a particular school. The guidance program should take into consideration the implications of these facts. Lack of reason for choosing a school for higher training indicates a definite lack of knowledge about the school. If the student has had a chance to come in contact with information about various schools, he should be able to give a reasonably acceptable and valid reason as to why he has chosen to attend a particular school. It is of the utmost necessity that the guidance program should furnish opportunities for students to become acquainted with institutions of higher learning and thus assist the students to make choices based on valid reasoning.

Need for information about opportunities for higher education.

Of the 210 students answering the question "Do you feel

"I chose this school because it is good in sports."
"I just like this particular school."
"I heard this was a good school."
"My parents want me to go to this school."
"My friends are going to this school."
"I don't intend to go to any other school."
"I chose this school because it has a fine reputation."

Of the forty-two students expressing a choice of a particular institution for higher education there were only twenty-seven who could even express a reason for the choice of the school. Of these twenty-seven there was a minimum of ten acceptable and valid reasons for choosing a particular school. The guidance program should take into consideration the implications of these facts. Lack of reason for choosing a school for higher training indicates a definite lack of knowledge about the school. If the student has not a reason to come in contact with information about various schools, he should be able to give a reasonably acceptable and valid reason as to why he has chosen to attend a particular school. It is of the utmost necessity that the guidance program should furnish opportunities for students to become acquainted with institutions of higher learning and thus assist the students to make choices based on valid reasons.

Need for information about opportunities for higher

education.

Of the 210 students answering the question "Do you feel

the need for more information about opportunities for higher education?", there was a total of 201 students expressing a desire for more information and nine students who did not think they needed more information about opportunities for higher education. The answer to this question indicates that the inadequacy of the reasons given for choice of higher institutions for post-high-school training may rest entirely upon the lack of information concerning opportunities for higher education. Since such a large number of students feel the need for information about opportunities for higher education, there must be a lack in the guidance program in furnishing this information to the students. Proper steps should be taken by guidance officials to check the guidance program and verify the strength or weakness of this phase of their program. With sufficient information about opportunities for higher education offered as early as possible in the high school career, the student will be able to formulate a more valid educational plan and make a decision pertinent to choice of higher training based on a sound method of selection and not resort to haphazard selection.

Expectation of carrying out plans for post-high-school training. Of the 142 pupils answering Item 10, fifty-two pupils expected no difficulty in carrying out their plans

the need for more information about opportunities for higher education, there was a total of 101 students expressing a desire for more information and nine students who did not think they needed more information about opportunities for higher education. The answer to this question indicates that the inadequacy of the reasons given for choice of higher institutions for post-high-school training may rest entirely upon the lack of information concerning opportunities for higher education. Since such a large number of students feel the need for information about opportunities for higher education, there must be a lack in the guidance program in furnishing this information to the students. Proper steps should be taken by guidance officials to check the guidance program and verify the strength or weakness of this phase of their program. With sufficient information about opportunities for higher education offered as early as possible in the high school career, the student will be able to formulate a more valid educational plan and make a decision pertinent to choice of higher training based on a sound method of selection and not resort to haphazard selection.

Expectation of carrying out plans for post-high-school

training. Of the 144 pupils answering Item 10, fifty-two pupils expected no difficulty in carrying out their plans

for post-high-school training, twenty-seven pupils definitely expected difficulty, and sixty-three pupils were uncertain as to whether they would have difficulty in carrying out their plans. The guidance counsellor should check carefully with the pupils who expect difficulty or are uncertain of carrying out their plans to ascertain whether these difficulties or uncertainties will cause interference with their educational plans and perhaps assist them to make changes in conformance with their difficulties. If a student realizes, early in his high school career, that the accomplishment of his plans may run into difficulty, a reconsideration may be made of the desirability of the plans and an attempt made to correct the conditions that cause the student to foresee difficulties in carrying out his plans.

Reasons for not continuing education beyond high school. There were 108 pupils expressing reasons for not continuing their education beyond high school, although they would like to continue. The reasons expressed are shown in Table 6.

For post-high-school training, twenty-seven pupils definitely expected difficulty, and sixty-three pupils were uncertain as to whether they would have difficulty in carrying out their plans. The guidance counselor should check carefully with the pupils who expect difficulty or are uncertain of carrying out their plans to ascertain whether these difficulties or uncertainties will cause interference with their educational plans and perhaps assist them to make changes in conformance with their difficulties. If a student realizes, early in his high school career, that the accomplishment of his plans may run into difficulty, a reconsideration may be made of the desirability of the plans and an attempt made to correct the conditions that cause the student to foresee difficulty in carrying out his plans.

Reasons for not continuing education beyond high

school. There were 103 pupils expressing reasons for not continuing their education beyond high school, although they would like to continue. The reasons expressed are shown in Table 5.

Table 6. Reasons for Not Continuing Education

Reason		
Need to go to work		42
Insufficient finances		40
Grades too low		15
Health reasons		9
Parents do not approve		2
Total		108

Parental approval and health reasons seem to be the less important reasons for not continuing education beyond high school. Low grades should be a significant factor to counsellors in the correlation of educational plans with ability to complete these plans. Insufficient finances and the need to go to work are an indication of the importance of a study of the economic and family background of the students. A study may show whether these factors will render practicable the plans of the students expressing uncertainty about continuing education beyond high school.

Summary of educational plans of pupils. The data concerning the educational plans of the students in this survey show significant implications which should be carefully studied by the guidance director. There is a significant lack of direction and assistance in the choice of

Table 6. Reasons for Not Continuing Education

Reason	
Need to go to work	45
Insufficient finances	40
Grades too low	18
Health reasons	7
Parents do not approve	3
Total	113

Parental approval and health reasons seem to be the less important reasons for not continuing education beyond high school. Low grades should be a significant factor to consider in the correlation of educational plans with ability to complete these plans. Insufficient finances and the need to go to work are an indication of the importance of a study of the economic and family background of the students. A study may show whether these factors will render probable the plans of the student-experiencing uncertainty about continuing education beyond high school.

Survey of educational plans of pupils. The data concerning the educational plans of the students in this survey show significant implications which should be carefully studied by the guidance director. There is a significant lack of attention and assistance in the choice of

curriculum, plans and choices for post-high-school training, and knowledge of higher institutions of learning. Educational planning is of the utmost importance in the student's high school career and without a carefully formulated plan to direct him through high school, the student will have difficulty in attaining his objective. The guidance services must realize the absolute dependence of wise choices upon facts and that they are obligated to help the student secure these facts and utilize them in an educational plan. The majority of the students have made their decisions on a superficial and temporizing basis. Lack of preliminary consideration has caused many of the plans of the students to be haphazardly formulated without a realization of the importance of this plan to the attainment of their educational ambitions. Although it is realized that guidance cannot make the plans or choices for the students, it must be realized that the greatest value lies in the assistance which must be given to help the student make wise choices, adjustments, and interpretations in his plan for his educational future.

In this survey it was noted that the students seem to have had inadequate preliminary counseling concerning

curriculum, plans and choices for post-high-school training, and knowledge of higher institutions of learning. Educational planning is of the utmost importance in the student's high school career and without a carefully formulated plan to direct him through high school, the student will have difficulty in achieving his objective. The guidance services must realize the absolute dependence of wise choices upon facts and that they are obliged to help the student secure these facts and utilize them in an educational plan. The majority of the students have made their decisions on a superficial and temporary basis. Lack of preliminary consideration has caused many of the plans of the students to be haphazardly formulated without a realization of the importance of this plan to the attainment of their educational ambitions. Although it is realized that guidance cannot make the plans or choices for the students, it must be realized that the greatest value lies in the assistance which must be given to help the student make wise choices, judgments, and interpretations in his plan for his educational future.

In this survey it was noted that the students seem to have had inadequate preliminary counseling concerning

the specialized curricula offered by the school and have made their choices in a haphazard manner and not from a functional standpoint. The large number of students signifying intention of finishing high school is significant in that the school guidance program can function early in the high school career of the student in guiding him in the choice of courses and curricula in accordance with suitable educational ambitions. However, the plans of the students for post-high-school training are indefinite and vague and indicate lack of proper planning in relationship to their school careers. The main deficiency is in the lack of information concerning schools and types of higher learning available to the students. Choices of schools are made almost entirely on local hearsay and not on specific information received through the guidance program. The students themselves feel that they are lacking in information concerning higher education and this is an indication of the weakness of the program in bringing to the student that information necessary to make suitable choices in their educational planning. A large number of students are uncertain about their ability to carry out their plans for post-high-school training and the most important factors affecting these plans are economic factors of financial inability to continue their education.

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Guidance implications for the school. Since the guidance program of the school is still in an evolving stage, its weaknesses may be corrected in the evolutionary stages. Many weaknesses indicated by this survey will in the course of the growth of the program be remedied over a period of years. However, there should be taken into consideration the importance of bringing information to the students concerning curricula choices before the choices are made, if possible. Also, a definite program of information should be set up whereby students can receive, as early as possible in the high school program, definite information about opportunities for education beyond high school, information about institutions of higher education and requirements for attendance at these institutions. Included in this plan should be the consideration of the larger majority of students who are not planning to attend an institution of higher learning and the necessity for furnishing these pupils with definite and reliable information concerning the educational and occupational opportunities open to them.

Guidance Information for the School. Since the

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CHAPTER IV

VOCATIONAL PLANS OF PUPILS

Importance of a vocational plan. Many educational choices may be based on vocational choices. Educational plans and vocational plans are often so closely allied that it is almost impossible to differentiate between the two. Plans to enter an institution of higher learning and choice of a certain curriculum indicate intention to enter a vocation for which they are preparatory. The vocational plan is of the utmost importance in shaping the educational program of the students in their high school career and the guidance workers should investigate the nature and validity of these plans. The interpretation and study of the vocational plans and choices will afford a sounder basis for guidance. By a study of the vocational plans of students many decisions may be made concerning the educational program in that the program may be adapted to achieving the student's vocational plans. All students will not make correct vocational choices. Therefore, the guidance services must make evaluations of the plans of all the students in order to judge the relationship between the capacity of the student and the requirements for success

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in his chosen vocation. Many vocational choices are made by pupils merely because they are attractive to them and not because of capacity, financial conditions, or health. It is the duty of the guidance services to ensure that the distribution of all students shall be made to vocations in which they will have at least a reasonable expectation of success, and in which the greatest use of their talents will be made. The importance of the vocational plan can be appreciated when it is realized that from this plan are chosen definite schools, curricula, and subjects by which this vocational plan may be realized. The importance of a vocational plan has been challenged by many due to the fact that the vocational choices are not dependable and are not permanent for any period of time. However, this criticism can be answered in that these plans and choices do represent the present thinking of the students and can serve as a guide for guidance which may lead them to a more nearly permanent choice, more compatible with the opportunities available and the capacities and interests of the students. In many cases it is found that the stability of vocational choices is surprising when one's final vocational choices are compared with past interests. It is generally agreed that the vocational plans of students are of critical importance in the guidance program as a means of making a direct comparison between the

in his chosen vocation. Many vocational choices are made by pupils merely because they are attractive to them and not because of capacity, financial conditions, or health. It is the duty of the guidance service to ensure that the distribution of all students shall be made to vocations in which they will have at least a reasonable expectation of success, and in which the greatest use of their talents will be made. The importance of the vocational plan can be appreciated when it is realized that from this plan are chosen definite schools, courses, and subjects by which this vocational plan may be realized. The importance of a vocational plan has been challenged by many due to the fact that the vocational choices are not dependable and are not permanent for any period of time. However, this criticism can be answered in that these plans and choices do represent the present thinking of the students and can serve as a guide for guidance which may lead them to a more nearly permanent choice, more compatible with the opportunities available and the capacities and interests of the students. In many cases it is found that the stability of vocational choices is surprising when one's final vocational choices are compared with past interests. It is generally agreed that the vocational plans of students are of critical importance in the guidance program as a means of making a direct connection between the

vocations chosen and the capacities of the students requisite for success in their chosen occupations. The recognition of the value of the vocational choices has led guidance workers to investigate extensively the nature and value of these decisions.

Vocational choices. The pupils in this study designated vocational choices as shown in Table 7.

Table 7. Vocational Choices of Barnstable High School Students

Occupation	9th	10th	11th	12th	Total
<u>Professional, Techn, Mgr'l</u>					
Artist			1	2	3
Dentist			1	1	2
Designer (Fashion)		1			1
Dietician			2	1	3
Engineer		1		3	4
Journalist			1		1
Laboratory Technician				1	1
Lawyer		2	1	1	4
Minister	1				1
Mortician		1			1
Musician			2	1	3
Nurse	8	6	10	19	43
Physician				1	1
Priest	1				1
Social Worker			1	1	2
Surgeon				1	1
Teacher	2	4	6	12	24
<u>Clerical and Sales</u>					
Bookkeeper				1	1
Business Manager			1		1
Private Secretary				1	1
Public Accountant			1		1
Salesman		1			1
Stenographer	5	8	10	21	44

Table 7. (Continued)

Occupation	9th	10th	11th	12th	Total
<u>Service Occupations</u>					
Cook			1		1
Custodian of Buildings		1			1
Fireman			1		1
Hairdresser	1				1
Policeman		1			1
<u>Agricultural, Forestry</u>					
Farmer	1	1	3	8	13
Forestry				1	1
<u>Skilled</u>					
Draughtsman		1			1
Electrician			2	1	3
Machinist		1		2	3
Mechanic	1		4	3	8
Total Choices	20	29	48	82	179
Total No Choices	70	81	47	8	206
	90	110	95	90	385

Of the 385 pupils in this study, there were 179 pupils (43.8 per cent) who designated vocational choices. In the ninth grade twenty choices were reported or 22.2 per cent of the ninth grade group. In the tenth grade twenty-nine choices were reported or 26.3 per cent of the group. In the eleventh grade there were forty-eight vocational choices designated or 50.5 per cent of the eleventh grade group. In the twelfth grade there was a total of eighty-two choices or 91.1 per cent of the twelfth grade group. A significant relationship disclosed in Table 7 is the larger percentage of students in the eleventh and twelfth grades

who have made choices of occupations. In the early stages of educational advancement, as shown by the choices in the ninth and tenth grades, there seems to be a lack of consideration as to choices of life-careers. The students in the eleventh and twelfth grades indicate that they have given more consideration to their vocational-careers and have so indicated by recording a choice of occupations. Although students should at least indicate a tentative vocational choice early in their high school career, it does not necessarily show a weakness in the guidance program because such a large proportion of the ninth and tenth grades have not indicated vocational choices. Students should not be rushed into making vocational choices and also the time may vary with different students in making a decision. However, guidance services should assist the students to make at least a tentative choice so that guidance with relation to some occupational preference may be planned. The time for choice of a vocation by each individual may be determined by a kind of readiness for choice. The guidance services should determine whether this readiness for choice is being slowed up by lack of proper information in the guidance program, by which information the students may achieve their vocational objectives.

There were ninety-six students (53.6 per cent) who

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There were ninety-six students (83.3 per cent) who

chose vocations in the Professional, Technical, Managerial occupations. However, of these choices there were only five choices in the Professional classification. It is highly significant that the choice of higher professional positions does not reveal a tendency on the parts of the students to aspire to work on the professional level. The large percentage of girls entering the field of nursing, forty-three or 44.7 per cent, indicates a tendency of the girls to enter an uncrowded profession in which there is an almost certain chance of ultimate employment. There were twenty-four pupils (25 per cent) who indicated teaching as their vocational choice. Approximately 70 per cent of the pupils who chose occupations in the Professional, Managerial, Technical occupations have chosen two fields, teaching and nursing, in which there is a definite possibility of securing employment. In the Clerical and Sales occupations, out of a total of forty-nine choices, there were forty-four who designated the occupation of stenographer.

This means that 89.7 per cent of the pupils in this classification have indicated an occupation which is to be entered upon completion of the high school career and for which guidance services can adequately assist and prepare them. The trend seems to be definitely toward an occupation which will have an immediate income value after completion

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This means that 89.7 per cent of the pupils in this classification have indicated an occupation which is to be entered upon completion of the high school career and for which guidance services are adequately tested and prepared. The trend seems to be definitely toward an occupation which will have an immediate income value after completion.

of school. In the Service occupations there were only five students making choices. This is an indication of the still prevalent desire to consider the social status of an occupation of prime importance. Service occupations have always carried the stigma of not being socially acceptable as an occupation to prepare for, and the students desire to work on as high a level as possible and tend to avoid service occupations. The guidance services should emphasize the worthiness of all labor and the interdependence of all vocations in order to encourage students to choose vocations in accord with the limitations of their capacity. In the Agricultural, Fishery, Forestry classification there were thirteen students choosing farming as a future occupation. In the Skilled occupations there was a total of fifteen making choices. It is noted that 70 per cent of the students chose occupations in the Professional, Technical, Managerial, Clerical and Sales occupations categories whereas only 30 per cent of the students made choices in Service, Agricultural, and Skilled occupations. This evidence suggests the overambition of many students to avoid those occupations which lack social approbation. There is a great demand for workers in these occupations, agriculture, industrial, and mechanical, and the counselor should emphasize the opportunities offered. The 70 per cent concentration of choices in the professional,

of school. In the service occupations there were only five students making choices. This is an indication of the still prevalent desire to consider the social status of an occupation of prime importance. Service occupations have always carried the stigma of not being socially acceptable as an occupation to prepare for, and the students desire to work on a high level as possible and tend to avoid service occupations. The guidance services should emphasize the worthiness of all labor and the interdependence of all vocations in order to encourage students to choose vocations in accord with the limitations of their capacity. In the Agricultural, Fishery, Forestry classes fifteen there were thirteen students choosing farming as a future occupation. In the Skilled occupations there was a total of fifteen making choices. It is noted that 70 per cent of the students chose occupations in the Professional, Technical, Managerial, Clerical and Sales categories whereas only 30 per cent of the students made choices in Service, Agricultural, and Skilled occupations. This evidence suggests the overvaluation of many students to avoid those occupations which lack social recognition. There is a great demand for workers in these occupations, agricultural, industrial, and mechanical, and the counselor should emphasize the opportunities offered. The 70 per cent concentration of choices in the Professional,

business, and clerical occupations indicated by this group shows the definite need for vocational guidance in ascertaining if the choices are proportional to the opportunities in those lines. To allow for a proper distribution of labor, it may be necessary for guidance services to assist many students to make a change of choice of occupation in order to ensure success in some vocation. The guidance services should take into consideration, when evaluating the vocational plans of the high-school students, the discrepancy between the proportion of workers engaged in a field of work and the proportion of students with plans for entering it as a vocation. Guidance can be of the greatest assistance in bringing into agreement the proportion of pupils desiring to enter a vocation with the proportion of the population engaged in it both locally and nationally.

Permanence of vocational choices. Provision should be made in the guidance program for choice and rechoice. The first choice of vocation is not necessarily the final one. If the students shift from one choice to another, it is impossible to arrange programs of training for any specific occupations because it would be almost impossible to determine whether the students would abide by earlier choices. Of the 179 choices made by the students in this

business, and clerical occupations indicated by this group shows the definite need for vocational guidance in career-training in the choice and preparation for the occupation in those lines. To allow for a proper distribution of labor, it may be necessary for guidance services to assist many students to make a change of choice of occupation in order to ensure success in some vocation. The guidance services should take into consideration, when evaluating the vocational aims of the high-school students, the discrepancy between the proportion of workers engaged in a field of work and the proportion of students with plans for entering it as a vocation. Guidance can be of the greatest assistance in bringing into agreement the proportion of pupils desiring to enter a vocation with the proportion of the population engaged in it both locally and nationally.

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survey, there were twenty-three who indicated that they had the same choice for three years or more. 113 pupils indicated the same choice for two years or more. Twenty-three students indicated their choice of vocation for one year or more, and the remaining thirteen students indicated their choices as being held for less than one year. Although there are many changes in choice during the secondary school years, the 136 students with choices of two or more years permanence do indicate that in this group the permanence of vocational choices is above the average. However, since the secondary-school period is a time for exploration, guidance, and adjustment of vocational ambitions, it is to be expected that there will be many shifts from one choice to another if the guidance program is functioning in correlating the capacities of the students with the requirements for success in the chosen vocations.

Reasons given for choosing occupations. In evaluating the vocational plans of high-school students, the reasons given for choosing the occupations should be given consideration. The reasons given show to what extent the students have recognized the significant factors in making the choice, and whether guidance is needed to indicate the importance of certain factors. Table 8 shows the reasons given for making vocational choices.

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Reasons given for choosing occupations. In evaluating the vocational plans of high-school students, the reasons given for choosing the occupations should be given consideration. The reasons given show to what extent the students have recognized the significant factors in making the choice, and whether guidance is needed to indicate the importance of certain factors. Table 3 shows the reasons given for making vocational choices.

Table 8. Reasons for Making Vocational Choices

Nature of Reason	Boys	Girls	Total	%
Opportunity for Advancement	19	22	41	22.9
Possession of Required Abilities	12	17	29	16.2
Good Income	17	10	27	15.0
Parents' Choice	7	15	22	12.3
Experience in This Work	8	11	19	10.7
Demand for Workers	6	9	15	8.4
Social Prestige (High Standing)	2	10	12	6.7
Uncrowded (New Field)	3	4	7	3.9
Ease of Preparation	1	3	4	2.2
Desire to Avoid Routine Work	2	0	2	1.1
Service to Society	0	1	1	.6
Totals	77	102	179	

In this study, "opportunity for advancement" was first in rank, "possession of required abilities" second in rank, followed by "good income", "parents' choice", and "experience in this work", in this order. The ambition and desire of the students is expressed by their choice of a vocation for "opportunities for advancement." The recognition given to "possession of required abilities" is significant for guidance in that it does show that the students have taken their capacities into consideration when choosing their vocation. Financial return is a prime consideration for the students in choosing their vocation although it is not considered the paramount factor since it is in third place. The importance of parent's choices is shown in the fact that parental choices rank fourth in

Table 3. Reasons for Making Vocational Choices

Nature of Reason		Boys	Girls	Total
Service to Society		0	1	1
Desire to Avoid Hard Work		2	0	2
Love of Preparation		1	3	4
Unexcused (New Field)		2	4	6
Social Prestige (High Standing)		2	10	12
Desire for Workers		0	8	8
Experience in This Work		8	11	19
Parental Choice		7	18	25
Good Income		14	10	24
Possession of Required Abilities		13	14	27
Opportunity for Advancement		12	22	34
Totals		44	103	147

In this study, "opportunity for advancement" was first in rank, "possession of required abilities" second in rank, followed by "good income", "parents' choice", and "experience in this work", in this order. The ambition and desire of the students is expressed by their choice of a vocation for "opportunities for advancement." The reaction given to "possession of required abilities" is significant for guidance in that it does show that the students have taken their capacities into consideration when choosing their vocation. Personal return is a prime consideration for the students in choosing their vocation although it is not considered the paramount factor since it is in third place. The importance of parent's choice is shown in the fact that parental choice rank fourth in

reasons given for choices. Parental choices are expressed to a greater degree in the choices given by girls than those indicated by boys. Of significant interest is the fact that nineteen of the choices were the result of experience in the actual work which indicates the students were actuated in their choices by contact in some degree with the vocation chosen. There were fifteen students giving as their reason for choice "demand for workers" which indicates that some of the students have a desire to enter an occupation where there is more possibility for employment instead of entering a crowded field of work. "Social prestige" ranked low in the reasons given for choice of vocation. The reasons given by the students in this study tend to show that the pupils have recognized to a great extent the important factors to be considered in making a choice of vocation and have been actuated by a definite impression and understanding as to why they chose their respective vocations.

Sources of influence in making vocational choices.

It is of importance to the guidance services to note the sources expressed by the students as those sources or influences which lead them to make a vocational choice. Although many of the students think of themselves as the sole source for making their choice of vocation, there were

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many in this group who expressed external influences responsible for choice. Table 9 shows the sources of influence in making vocational choices as given by the pupils in this study.

Table 9. Sources of Influence in Making Vocational Choices

Sources of Influence	Boys	Girls	Total	%
None	14	36	50	27.9
Successful Person in Occupation	10	17	27	15.0
Study of Occupations	16	8	24	13.4
Parents	7	15	22	12.3
Work Experience	12	7	19	10.7
Friends	9	5	14	7.8
Teacher(s)	3	8	11	6.2
Other Relatives	1	6	7	3.9
Church	2	0	2	1.1
Older Brother or Sister	0	2	2	1.1
Principal	1	0	1	.6
School Activities	0	0	0	.0
Totals	75	104	179	100.0

In this investigation of the 179 students with a vocational decision, 27 per cent were unable to specify the influences affecting their choices or gave indication that the decision made was made without any external influences. The principal sources of influences as mentioned by the student in order of frequency were: none, 27 per cent; successful person in occupation, 15 per cent; study of occupations, 13 per cent; parents, 12 per cent; work experience, 11 per cent; friends, 7 per cent; teacher(s),

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Table 3. Sources of Influence in Making Vocational Choices

Sources of Influence		Boys Girls Total	
None	14	38	24.5
Successful person in occupation	10	14	12.0
Study of occupations	18	8	12.8
Parents	7	18	12.8
Work experience	22	7	18.7
Friends	0	18	7.8
Teacher(s)	3	11	1.1
Other relatives	1	8	1.1
Church	0	0	1.1
Class teacher or adviser	0	8	1.1
Personal	1	1	1.1
General activities	0	0	0
Total	78	104	108.0

In this investigation of the 173 students with a vocational decision, 87 per cent were unable to specify the influences affecting their choice or gave indication that the decision was made without any external influences. The principal sources of influence as mentioned by the students in order of frequency were: none, 27 per cent; successful person in occupation, 18 per cent; study of occupations, 18 per cent; parents, 18 per cent; work experience, 11 per cent; friends, 7 per cent; teacher(s),

4 per cent. The sources of older brother or sister, other relatives, principal, school activities, and church were of negligible influence, less than 2 per cent. The students assign a large place to the study of occupations and influence of parents as sources of assistance in making vocational choices, with work experience, friends, and teachers occupying a lesser place in importance. However, the assignment of a successful person in occupation as the most important influence in making vocational choices should be recognized as a critical factor by the guidance services in that the validity of the source must be investigated if possible. It is possible that a person may be "successful in an occupation" and yet have limited conceptions of their field of work and thereby give students a misunderstanding of what they should know for purposes of guidance. Many students are attracted not so much by the occupation itself but the person in the occupation and make a choice based on what the person represents and not what the occupation itself represents. The guidance services should seek to evaluate the sources and check the student's accuracy of information concerning the occupation and not the person in the occupation.

4 per cent. The sources of other brother or sister, other relatives, principal, social activities, and church were of negligible influence, less than 2 per cent. The study doubts again a large place to the study of occupations and influence of parents as sources of assistance in making vocational choices, with work experience, friends, and teachers occupying a lesser place in importance. However, the assignment of a successful person in occupation as the most important influence in making vocational choices should be recognized as a critical factor by the guidance services in that the validity of the source must be investigated if possible. It is possible that a person may be "successful in an occupation" and yet have limited conceptions of their field of work and thereby give students a misunderstanding of what they should know for purposes of guidance. Many students are attracted not so much by the occupation itself but the person in the occupation and make a choice based on what the person represents and not what the occupation itself represents. The guidance services should seek to evaluate the sources and check the student's accuracy of information concerning the occupation and not the person in the occupation.

Degree of help of guidance activities. In general, the students seem to feel that the guidance activities have been of some help to them in their school career as shown in Table 10.

Table 10. Degree of Help of Guidance Activities to Students

Guidance Activity	No Help	Some Help	Great Help
Choice of courses in curriculum	110	201	45
Information about institutions of higher learning	32	113	61
Overcoming study difficulties	132	203	40
Learning about your interests and abilities	62	226	87
Gaining occupational information	23	256	103
Choice of a field of work	139	154	22
Solution of personal problems	253	91	27
Getting acquainted with school, faculty, and classmates	25	273	67
Learning about how to get a job	73	294	15

The main deficiency seems to be the lack of help in the solution of personal problems which activity ranks highest as being of no help to them. The activity of the greatest help, as expressed by the students, is that of gaining occupational information which is an important indication of the effectiveness of guidance services in this phase. However, the number expressing these activities as being of no help to them gives indication of the need for an evaluation of the work of the guidance program to see if

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Table 10. Degrees of Help of Guidance Activities to Students

Guidance Activity			No Help	Some Help	Great Help
Learning about how to get a job	Faculty, and classmates	25	273	27	13
	Getting acquainted with school	25	273	27	13
Solution of personal problems	Faculty	25	273	27	13
	Choice of a field of work	25	273	27	13
Gaining occupational information	Faculty	25	273	27	13
	and activities	25	273	27	13
Learning about your interests	Faculty	25	273	27	13
	Overcoming study difficulties	25	273	27	13
Information about institutions of higher learning	Faculty	25	273	27	13
	Choice of courses in curriculum	25	273	27	13

The main deficiency seems to be the lack of help in the solution of personal problems which activity ranks highest as being of no help to them. The activity of the greatest help, as expressed by the students, is that of gaining occupational information which is an important indication of the effectiveness of guidance services in this phase. However, the number expressing these activities as being of no help to them gives indication of the need for an evaluation of the work of the guidance program to see if

these expressions of opinion concerning guidance activities might indicate weaknesses or deficiencies which may need correction or adjustment. The large number of students, who feel that they received no help from guidance activities in choice of courses in curriculum, indicates that an investigation of the services rendered in this activity should be made. Since only forty-five students feel that they are receiving great help in the choice of courses in the curriculum, it could be an indication that a weakness of the guidance program lies in this area. If so, a careful check should be made since from this activity there could stem many other deficiencies in the guidance program. There was a total of 132 students who did not feel that the guidance program had helped them in overcoming study difficulties. However, many of these students expressing this opinion could be in the lower grades and as they progress will find themselves helped in this activity. The forty students indicating great help in this activity show that this phase of the program is not being neglected. The fact that fifteen students expressed great help in learning about how to get a job is significant in that such a small number feel this degree of help in so important an activity. Although student expression of opinion cannot always be taken as a truly valid or definite indica-

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tion of a weakness or deficiency, it is a significant factor to be investigated to determine the validity of their expression. Since the guidance program in the school has not been functioning for a long period of time, the expressions of the fact that the guidance activities have been in the major proportion of "some help" could be taken as proof that the program is gradually evolving into a definite reality. In the course of a few years, the activities should become of "great help" to the students in future classes.

Desire for information about vocational opportunities. Of the 385 students in this survey, there were 321 who felt the need for more information about opportunities in the world of work. There were forty-two who did not feel the need for more information and twenty-two pupils did not answer the item. Since 83 per cent of the students do desire further information about opportunities in the world of work, it is evident that the guidance services should place more emphasis upon the study of occupations in order to furnish the pupils with more definite and reliable information concerning the fields of work so that they can make a more intelligent choice of a life work. Of the forty-two students who did not feel the need for more information about the world of work,

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Desire for information about vocational opportunities

Of the 385 students in this survey, thirty-two felt the need for more information about opportunities in the world of work. There were forty-two who did not feel the need for more information and twenty-two pupils did not answer the item. Since 83 per cent of the students do desire further information about opportunities in the world of work, it is evident that the guidance services should place more emphasis upon the study of occupations in order to furnish the pupils with more realistic and reliable information concerning the fields of work so that they can make a more intelligent choice of a life work. Of the forty-two students who did not feel the need for more information about the world of work,

there were forty students in the twelfth grade and this accounts for the fact that they did not feel more need since they felt their vocational choices were now permanent.

Summary of vocational plans of students. There are several significant factors evidenced by a study of the vocational plans of the students. The vocational choices made by the students indicate the great discrepancy between the proportion of workers engaged in the field and the students intending to enter this field. Students still tend to avoid occupations of a mechanical, industrial, or service status. Social approbation or approval plays an important part in the choice of occupation and the stigma attached to working in trades is still evidenced by the heavy concentration in the professional, business, and clerical occupations. Readjustment of students choices should be made to bring them into agreement with the proportion of the population engaged in it. The large number of pupils who have made no choices of vocation indicates that the guidance program will be seriously hindered in administering an effective service without at least a tentative indication of vocational choice to work with. However, there are many reasons why a student may not have made a choice of vocation beyond the scope of the

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guidance program. Encouragement should be given each student to express a tentative choice which might indicate his preference. There is a permanence or stability of interest indicated in this survey which is surprising. Although many shifts may be expected in relation to vocational choices during the high school career, the fluctuations of the students in this group have been rather small. The major proportion of the group desire to enter occupations where there is "opportunity for advancement." Recognition of their own capacities when considering a vocation is shown by the group to a great extent. Although financial considerations are of importance in choosing a vocation, these considerations do not rank as prime factors in the minds of the students when choosing their vocation. The majority of students seem to understand the important factors to be considered in making a choice of vocation.

The largest proportion of students thought of themselves as being responsible for the decisions for their vocational choices without external influences. However, external influences did play an important part in influencing the students' choices of occupation. The most import external influence mentioned was a "successful person in the occupation" and this fact suggests a definite task for guidance services in evaluating the sources of

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external influence and checking the students' accuracy of information secured.

Guidance activities have been of some help in the majority of cases surveyed and in the course of a few years should evolve into a definite and concrete program. Help in the solution of personal problems seems to be the greatest deficiency as expressed by the students. However, the proportion expressing the fact that the occupations course has helped them gain occupational information indicates the growing strength of the guidance service in this area. The majority of students feel that they need more information about vocational opportunities and this expression of need should give indication of the importance of the study of occupations by which the students are given more definite and reliable information about the fields of work.

Guidance implications for the school. The vocational plans of the students are a critical factor to be considered in the guidance program. Guidance services must strive to relate the vocational interests and choices of these students into a plan which will be followed by the student. There is too much tendency by the students to follow the socially preferred occupations and the guidance program must assist students to make plans compatible with

external influences and checking the student's accuracy of information received.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Restatement of findings--educational plans. Although the school offers a flexibility of curricula, there is a tendency for the students to choose a curriculum without any definite reason or correlation with an educational plan. Choice of curriculum is not based on a consideration of courses most suitable for the student and the majority of the students had no valid reason for choice of a certain curriculum. There is a definite lack of guidance in selection of curriculum before the student is required to make a choice. The school should make an even greater effort to reach all students before they reach the high school in an effort to inform them of the opportunities and the need of choosing the type of curriculum in agreement with their capacities or plans. The low percentage (15 per cent) in the practical arts curriculum indicates clearly the overambition of the students to take the curriculum which is more socially acceptable. A recognition of the importance of the practical arts curriculum in preparing students for a "specific occupation" should be developed in the minds of all incoming students. Since the most important reason for not continuing beyond high school is the lack of finances, the

CURRICULUM AND INSTRUCTION

Statement of Principles--Educational Aims. Although

the school offers a flexibility of curriculum, there is a tendency for the student to choose a curriculum without any definite reason or correlation with an educational plan. Choice of curriculum is not based on a correlation of courses with subjects for the student and the majority of the student's had no valid reason for choice of a certain curriculum. There is a definite lack of emphasis in selection of curriculum before the student is required to make a choice. The school should make an even greater effort to reach all students before they reach the high school in an effort to inform them of the opportunities and the need of choosing the type of curriculum in agreement with their capacities or plans. The low percentage (12 per cent) in the practical arts curriculum indicates clearly the evaluation of the student to take the curriculum which is more readily acceptable. A recognition of the importance of the practical arts curriculum is imperative students for a "vocational education" should be developed in the minds of all incoming students. Since the most important reason for not enrolling beyond high school is the lack of finances, the

economic background of this group suggests that the curricula preparing for "specific occupations" upon completion of high school should be given great consideration in the selection of curriculum by the students. Since 100 per cent of the students in this survey expressed intention of finishing high school, the guidance program must take full cognizance of this fact and equip each student with a workable educational plan based on an intelligent choice of curricula and courses. Students expressing intention of continuing their formal education beyond high school constituted 38.1 per cent, while 42.4 per cent expressed intention of not continuing. The students in the eleventh and twelfth grades were more certain of their post-high-school plans while the students in the ninth and tenth grades were uncertain. There was indicated a lack of information by which the students could make at least a tentative decision in relation to post-high-school training. For the most part the institutions chosen for higher education were institutions within the state and indications of the type of training desired tended toward the types of practical value rather than professional. However, since there were only forty-two who had made definite choice of the institution they were going to attend, the guidance program should check the students who have not made a decision and determine whether it is

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a lack of information concerning institutions of higher learning that is responsible for the lack of choice. The close clustering of the schools chosen within the area of the state, could indicate lack of information of schools outside the area and the failure of the guidance services to inform students of the wide range of institutions in various parts of the country. Reasons given for choice of a particular institution indicated a lack of information about these institutions. Reasons were not valid for the most part and were based on hearsay and not on a sound method. There is indication that sufficient information is not being imparted concerning opportunities for higher education and the institutions offering these opportunities. It is of the utmost importance that guidance services furnish opportunities for students to become acquainted with institutions of higher learning and opportunities to learn about opportunities for higher education. The students express their need for this type of information and without it they will be unable to formulate a valid educational plan based on a sound method of selection. The students indicate their economic background as being responsible for not being able to carry out their educational plans beyond high school. The question of financing their post-high-school education is the factor which will prevent them from continuing

a lack of information concerning institutions of higher learning that is responsible for the lack of choice. The close clustering of the schools chosen within the area of the state, would indicate lack of information of schools outside the area and the failure of the guidance services to inform students of the wide range of institutions in various parts of the country. Reasons given for choice of a particular institution indicated a lack of information about these institutions. Reasons were not valid for the most part and were based on hearsay and not on sound method. There is indication that sufficient information is not being furnished concerning opportunities for higher education and the institutions offering these opportunities. It is of the utmost importance that guidance services furnish opportunities for students to become acquainted with institutions of higher learning and opportunities to learn about opportunities for higher education. The students express their need for this type of information and without it they will be unable to formulate a valid educational plan based on a sound method of selection. The students indicate their serious concern as being responsible for not being able to carry out their educational plans beyond high school. The question of financing their post-high-school education is the factor which will prevent them from continuing

education beyond high school. The guidance program should consider this factor as important in determining whether the educational plans of the students are practicable in relation to their economic and family background. The students show some preliminary counseling and assistance in their educational planning, but the school guidance program is not, as yet, furnishing enough information to the students so that they can make detailed decisions to direct their high school careers in relation to a carefully selected educational objective.

Restatement of findings--vocational plans. Although educational plans and vocational plans are so closely interwoven that it is difficult at times to differentiate between the two, the statement of vocational aims has been of great importance in shaping the educational program for students and guidance services must take these plans into consideration to afford a better basis for guidance. Vocational choices were designated by 43.8 per cent of the pupils in this study. A larger percentage of pupils in the eleventh and twelfth grades designated choices than in the ninth and tenth grades. This could indicate that the two upper grades have given more consideration to the choice of vocation. Although such a large proportion of the ninth and tenth grade pupils did not indicate choices,

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this does not necessarily indicate a lack in the guidance program. However, for effective guidance the students should be encouraged to make at least a tentative choice in order to afford some basis for effective guidance. Indications of permanence of vocational choices were particularly high due to the fact that 136 students had retained the same choices for two years or more. However, it is to be expected that there will be many choices and rechoices during the high school career since the secondary-school period is a time for exploration, guidance, and adjustment of vocational ambitions. However, it is the duty of effective guidance to assist the students to keep these shifts in those fields in which they will have a reasonable expectation of success, and where there will be a maximal use of their talents. The students in this group did not aspire to professional level occupations. There were 70 per cent of the students choosing occupations in the Professional, Managerial, Technical occupations who chose teaching or nursing, two occupations which are not overcrowded and in which there is a high probability of employment. Of the pupils choosing occupations in the Clerical and Sales occupations, 89.7 per cent designated the occupation of stenographer, an occupation in which specific preparation is obtained in the high school course. The number of choices in the Service

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occupations, Agricultural occupations, and Skilled occupations were very few which indicated that there is still much overambition on the part of the students to enter the so-called "socially approved" occupations and to shun any type of occupation with the stigma of the word "service" or "trade" attached to it. Guidance services should seek to inform the students of the worthiness of all labor and the interdependence of all vocations and encourage the students to investigate the opportunities of the Service, Agricultural, and Skilled occupations. The reasons given for choice of vocation indicated that the students recognized the important factors to be considered in making a choice of vocation. Of the reasons given, "opportunity for advancement" ranked first. In second place of importance is "possession of required abilities" which shows that students have taken into consideration their own capacities in choosing their vocation. "Financial return" is not the most important reason given by the students in making their choices. Parental choices still play an important part in the vocational plans of the students. "Social prestige" did not rank as a major reason for choice of vocation. The students show indication that they were actuated by a definite impression and understanding as to why they chose their respective vocations. Of the total students 27 per cent considered that

occupations, Agricultural occupations, and Allied occupations were very few which indicated that there is still much overpopulation on the part of the students to enter the so-called "vocational" occupations and to learn any type of occupation with the idea of the word "service" or "trade" attached to it. Business services should seek to inform the students of the worthiness of all labor and the interdependence of all vocations and encourage the students to investigate the opportunities of the service, Agricultural, and Allied occupations. The reasons given for choice of vocation indicated that the students recognized the important factors to be considered in making a choice of vocation. Of the reasons given, "opportunity for advancement" ranked first. In second place of importance is "possessions or required abilities" which shows that students have taken into consideration their own capacities in choosing their vocation. "Personal return" is not the most important reason given by the students in making their choice. Personal abilities still play an important part in the vocational choice of the student. "Social prestige" did not rank as a major reason for choice of vocation. The students show understanding as to why they chose their respective vocations that they were actuated by a definite impression and choice. Of the total students 37 per cent considered that

there were no external influences affecting their choice of vocation. Of the influences given the highest rank, "successful person in occupation," "study of occupations," and "parents" ranked high in external influences affecting choices of vocations. The students feel that the guidance activities have been of some help to them during their school career. The main deficiency seems to be in the lack of help in solution of personal problems and the greatest strength is that of furnishing occupational information. Student expression of opinion is a means of evaluating the guidance program and increasing the degree of help in the future. The majority of the students express the need for more information about vocational opportunities. It is evident that the guidance services should place more emphasis upon the study of occupations and furnish the students with reliable information about vocational opportunities.

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Recommendation for guidance service--educational practices.

1. That more emphasis be placed on the correct choice of curricula.
2. That a definite effort be made to furnish students with information concerning the differentiated curricula before entering high school.
3. That specific information be made available to students concerning institutions of higher learning and the opportunities, both local and national, of securing post-high-school education.

Recommendation for guidance service--vocational practices.

1. That more consideration be given to the choice of a vocation.
2. That more courses be provided in the school in which information regarding vocational opportunities is given to the students.
3. That the school provide more courses known as try-out courses in which the pupils are given an opportunity, through short periods of contact with various lines of activity, to discover whether they are interested in various occupations and whether they have aptitude in any of the various lines.
4. That school authorities provide more official advisors to make careful studies of pupils, testing their interests, intelligence, and abilities, and consulting with them regarding their personal needs and future plans.

Recommendation for Guidance Service--General

Principles

1. That more emphasis be placed on the content of the curriculum.
2. That a definite effort be made to furnish students with information concerning the differentiated curriculum before entering high school.
3. That specific information be made available to students concerning institutions of higher learning and the opportunities, both local and national, of securing post-high-school education.

Recommendation for Guidance Service--Vocational

Principles

1. That more consideration be given to the choice of a vocation.
2. That more courses be provided in the school in which information regarding vocational opportunities is given to the students.
3. That the school provide more courses known as try-out courses in which the pupils are given an opportunity, through short periods of contact with various lines of activity, to discover whether they are interested in various occupations and whether they have aptitude in any of the various lines.
4. That school authorities provide more official advisors to make careful studies of pupils, test their interests, intelligences, and abilities, and consulting with them regarding their personal needs and future plans.

Conclusion. The conclusion drawn from this study is very general and is not in any sense a criticism of the guidance program. It is evident that the educational and vocational plans of the students in this study are for the most part vague and indefinite. It is evident that it is of extreme difficulty to predict the educational and vocational careers of individual high school pupils by means of a survey. Factors beyond the control of the individual often prevent the student from carrying out the vocational or educational plan that he has made. Therefore, data obtained from pupils pertaining to future careers must be used with extreme caution by teachers and counselors in attempting to evaluate or determine the occupational or educational plans of students.

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EDUCATIONAL AND OCCUPATIONAL PLANS

APPENDIX

Directions: Please answer the following questions as honestly and completely as possible. Your answers will be used for the purpose of this study.

Name _____ Grade _____ Sex _____ Birth _____

EDUCATIONAL PLANS

1. What classes are you now taking in school? _____
2. Why did you choose this course? _____

3. Do you expect to obtain a degree? _____
 Degree _____ Year _____ Sex _____ Occupation _____
4. Do you plan to continue your education beyond high school? _____
 Degree _____ Year _____ Sex _____ Occupation _____
5. If you plan to continue your education beyond high school, please check the kind of school or type of training you wish to obtain.

- | | |
|---------------------------------|-----------------------------|
| _____ 1. Liberal Arts College | _____ 1. Medical |
| _____ 2. (4 years) | _____ 2. Dental |
| _____ 3. School of Pharmacy | _____ 3. Law |
| _____ 4. School of Music | _____ 4. Theology |
| _____ 5. School of Engineering | _____ 5. Social Work |
| _____ 6. School of Education | _____ 6. Unemployed/Retired |
| _____ 7. Teachers College | _____ 7. Unemployed/Retired |
| _____ 8. Trade School | _____ 7. Unemployed/Retired |
| _____ 9. Evening School | _____ 7. Unemployed/Retired |
| _____ 10. Vocational School | _____ 7. Unemployed/Retired |
| _____ 11. Junior College | _____ 7. Unemployed/Retired |
| _____ 12. Correspondence School | _____ 7. Unemployed/Retired |

APPENDIX

AN INQUIRY CONCERNING PUPILS'
EDUCATIONAL AND VOCATIONAL PLANS

Directions: Please answer each question as carefully and completely as possible. Do not sign your name. This assures you that this information will be used only for the purpose of this study.

Age: _____ Grade: _____ Boy: _____ Girl: _____

EDUCATIONAL PLANS

1. What course are you now taking in school? _____

2. Why did you choose this course? _____

3. Do you expect to finish high School?

Check: Yes: _____ No: _____ Uncertain: _____

4. Do you plan to continue your formal education beyond high school?

Check: Yes: _____ No: _____ Uncertain: _____

5. If you plan to continue your formal education beyond high school, please check the kind of school or type of training you wish to attain.

- _____ a. Liberal Arts College
(4 years)
- _____ b. School of Nursing
- _____ c. School of Music
- _____ d. School of Business
- _____ e. School of Engineering
- _____ f. Teachers College
- _____ g. Trade School
- _____ h. Evening School
- _____ i. Agricultural School
- _____ j. Junior College
- _____ k. Correspondence School

- _____ l. Medical
 - _____ m. Dental
 - _____ n. Law
 - _____ o. Theology
 - _____ p. Social Work
 - _____ q. On-the-job-Training
 - _____ r. Apprenticeship
 - (List Other)
-
-

INVENTORY OF EDUCATIONAL PLANS

Directions: Please answer each question as carefully and as fully as possible. Do not skip any question. This inventory will be used only for the purpose of this study.

Name: _____ Grade: _____ Sex: _____ Birth: _____

EDUCATIONAL PLANS

1. What course are you now taking in school?
2. Why did you choose this course?
3. Do you expect to finish high school?
 Yes: _____ No: _____ Undecided: _____
4. Do you plan to continue your formal education beyond high school?
 Yes: _____ No: _____ Undecided: _____
5. If you plan to continue your formal education beyond high school, please check the kind of school or type of training you wish to obtain.

- | | |
|----------------------------------|-----------------------------|
| _____ a. Liberal Arts College | _____ 1. Medical |
| _____ b. School of Nursing | _____ 2. Dental |
| _____ c. School of Public Health | _____ 3. Law |
| _____ d. School of Business | _____ 4. Theology |
| _____ e. School of Engineering | _____ 5. Other (specify) |
| _____ f. Teachers College | _____ 6. Graduate (specify) |
| _____ g. Trade School | |
| _____ h. Evening School | |
| _____ i. Agricultural School | |
| _____ j. Junior College | |
| _____ k. Correspondence School | |

6. If you expect to continue your education beyond high school, have you chosen the school that you plan to attend? Check: Yes____No____
7. If you have chosen a particular school, give name and location.
Name:_____Location:_____
8. If you have chosen a particular school, tell why you chose this school.

9. Do you feel the need for more information about opportunities for higher education? Check: Yes____NO____
10. Do you expect to have any difficulty in carrying out your plans for post-high-school education or training? Check: Yes:_____ No:_____ Uncertain:_____
11. If you would like to continue your education beyond high school but question that you will be able to do so, please check the reason or reasons below.
- | | |
|-------------------------------|---------------------------|
| ____a. Grades may be too low | ____d. Health reasons |
| ____b. Insufficient finances | ____e. Need to go to work |
| ____c. Parents do not approve | (List Other) |
- _____

VOCATIONAL PLANS

12. Have you made a choice of the vocation you wish to enter when you leave school? Check: Yes:_____NO:_____
13. If you have made a choice of vocation, give exact title of this vocation:

6. If you expect to continue your education beyond high school, have you chosen the school that you plan to attend? Check: Yes ☐ No ☐
7. If you have chosen a particular school, give name and location.
Name: _____
Location: _____
8. If you have chosen a particular school, tell why you chose this school.

9. Do you feel the need for more information about opportunities for higher education? Check: Yes ☐ No ☐
10. Do you expect to have any difficulty in carrying out your plans for post-high-school education or training? Check: Yes ☐ No ☐ Un certain: ☐
11. If you would like to continue your education beyond high school but question that you will be able to do so, please check the reason or reasons below.
a. Grades may be too low _____
b. Insufficient finances _____
c. Parents do not approve (List Other) _____
d. Need to go to work _____
e. Health reasons _____

VOCATIONAL PLANS

12. Have you made a choice of the vocation you wish to enter when you leave school? Check: Yes ☐ No ☐
13. If you have made a choice of vocation, give exact title of this vocation:

14. If you have made a definite choice of vocation, how long have you had this particular choice?

Years: _____ Months: _____

15. If you have chosen a particular vocation, check the item or items that best describe your reasons for selecting this vocation.

- | | |
|--|---|
| _____ a. Social Prestige
(High Standing) | _____ g. Desire to Avoid
Routine Work |
| _____ b. Good Income | _____ h. Uncrowded (New Field) |
| _____ c. Parents' Choice | _____ i. Opportunity for Ad-
vancement |
| _____ d. Possession of Re-
quired Abilities | _____ j. Ease of Preparation |
| _____ e. Experience in This
Work | _____ k. Desire to Travel |
| _____ f. Demand for Workers | _____ l. Other: _____ |

16. Check the sources that you consider influenced you most in choosing your vocation.

- | | |
|---|-------------------------------|
| _____ a. Parents | _____ h. School Activities |
| _____ b. Friends | _____ i. Church |
| _____ c. Teacher (s) | _____ j. Study of Occupations |
| _____ d. Older Brother or
Sister | _____ k. Work Experience |
| _____ e. Other Relatives | _____ l. None
(List Other) |
| _____ f. Principal | |
| _____ g. Successful Person in
Occupation | _____ |

11. If you have taken a definite choice of vocation, how long have you had this intention? _____
Years: _____

12. If you have chosen a particular vocation, what is the first or best description you possess for relating this vocation.

- | | |
|-------|------------------------|
| _____ | 1. Love of the Workers |
| _____ | 2. Work |
| _____ | 3. Experience in this |
| _____ | 4. Love of children |
| _____ | 5. Possession of the |
| _____ | 6. Parents' Choice |
| _____ | 7. Love of Jesus |
| _____ | 8. (High Schooling) |
| _____ | 9. Social Position |
- _____
1. Love to serve
- _____
2. Love of the Church
- _____
3. Love of the Poor
- _____
4. Love of the Sick
- _____
5. Love of the Young
- _____
6. Love of the Old
- _____
7. Love of the Suffering
- _____
8. Love of the Holy
- _____
9. Love of the Beautiful

13. Name the person or persons that you consider influenced you most in choosing your vocation.

- | | |
|-------|-----------------------------------|
| _____ | 1. Parents |
| _____ | 2. Friends |
| _____ | 3. Teachers |
| _____ | 4. Other Brother or Sister |
| _____ | 5. Other Relatives |
| _____ | 6. Principal |
| _____ | 7. Successful Person in Community |
- _____
8. Other Activities
- _____
9. Church
- _____
10. Study of Scriptures
- _____
11. Love of the Holy
- _____
12. Love of the Suffering

17. Indicate by checking (X) in proper column, the degree of help which you feel the listed guidance activities have given you.

	<u>No Help</u>	<u>Some Help</u>	<u>Great Help</u>
a. Choice of courses in curriculum	_____	_____	_____
b. Information about institutions of higher learning	_____	_____	_____
c. Overcoming study difficulties	_____	_____	_____
d. Learning about your interests and abilities	_____	_____	_____
e. Gaining occupational information	_____	_____	_____
f. Choice of a field of work	_____	_____	_____
g. Solution of personal problems	_____	_____	_____
h. Getting acquainted with school, faculty, and classmates	_____	_____	_____
i. Learning about how to get a job.	_____	_____	_____

18. Do you feel the need for more information about opportunities in the world of work?

Check: Yes: _____ No: _____

17. Indicate by checking (X) in proper column, the degree of help which you feel the listed guidance activities have given you.

	<u>Not at all</u>	<u>Some help</u>	<u>Very much</u>
1. Learning about how to get a job.	_____	_____	_____
2. Getting acquainted with school activity and classroom	_____	_____	_____
3. Selection of personal problems	_____	_____	_____
4. Choice of a field of work	_____	_____	_____
5. Gaining occupational information	_____	_____	_____
6. Learning about your interests and abilities	_____	_____	_____
7. Learning about the possibilities of higher learning	_____	_____	_____
8. Choice of courses in curriculum	_____	_____	_____

18. Do you feel the need for more information about opportunities in the world of work?
Check: Yes: _____ No: _____



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